



## Seaside Elementary

1605 Woodland Drive Ext.  
Garden City, South

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	751 Students	
<b>Principal</b>	Elizabeth S. Selander	843-650-3490
<b>Superintendent</b>	Dr. Cynthia Elsberry	843-488-6700
<b>Board Chair</b>	Will Garland	843-358-8002

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>Good</b>	<b>Average</b>
2007	Good	Below Average
2006	Good	Average
2005	Excellent	Excellent
2004	Excellent	Good

## DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

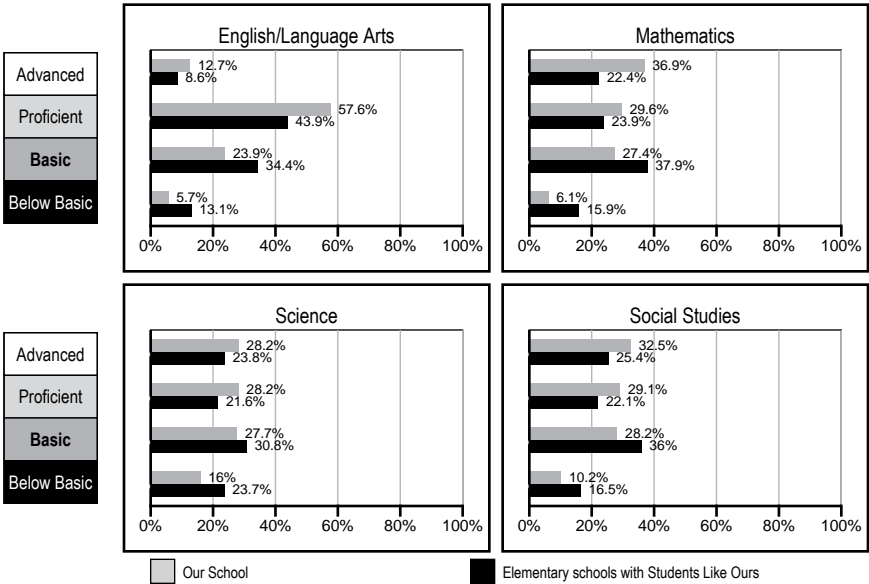
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 96.5%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
4	27	45	1	0

\* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



\* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=751)</b>				
First graders who attended full-day kindergarten	100.0%	Up from 99.3%	100.0%	100.0%
Retention rate	2.3%	Up from 1.9%	1.9%	2.3%
Attendance rate	96.1%	No Change	96.5%	96.3%
Eligible for gifted and talented	28.1%	Down from 31.5%	16.6%	10.4%
With disabilities other than speech	10.9%	Up from 8.7%	6.8%	7.5%
Older than usual for grade	0.2%	No Change	0.4%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.1%	Up from 0.0%	0.0%	0.0%
<b>Teachers (n=51)</b>				
Teachers with advanced degrees	51.0%	Down from 52.1%	59.8%	56.7%
Continuing contract teachers	90.2%	Down from 91.7%	81.2%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	93.0%	Up from 91.1%	89.6%	86.4%
Teacher attendance rate	93.8%	Down from 96.1%	94.8%	94.9%
Average teacher salary	\$48,721	Up 1.8%	\$46,557	\$45,345
Professional development days/teacher	14.6 days	Down from 16.4 days	12.7 days	12.6 days
<b>School</b>				
Principal's years at school	5.0	Up from 4.0	5.0	4.0
Student-teacher ratio in core subjects	19.5 to 1	Down from 19.9 to 1	19.5 to 1	18.5 to 1
Prime instructional time	89.5%	Down from 91.7%	90.2%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	13.8%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil*	\$7,483	Up 27.3%	\$6,475	\$7,052
Percent of expenditures for instruction*	72.5%	Down from 75.1%	69.8%	69.1%
Percent of expenditures for teacher salaries*	65.7%	Down from 72.5%	66.0%	64.2%

\* Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample

Report of Principal and School Improvement Council

The students and staff of Seaside Elementary celebrated a successful year of learning. We have experienced success as we advanced the academic levels of our students and will continue to raise the bar to meet the needs of all of our students. The efforts of our staff, students, and parents were reflected in the improvement shown by our students' performance on district and state assessments. As a result, the Education Oversight Committee recognized Seaside Elementary as one of the schools that was "closing the gap" between the performance of students who are from all economic levels.

The continued use of the Measure of Academic Progress (MAP) assessments provided an additional tool to measure student progress for up to three times a year for all students. Using this assessment strengthened our educational program. It provided leveled reading and math instruction for all third through fifth grade students, and provided leveled math instruction for second grade students. The data from MAPS and PACT were used to help us differentiate instruction for our after-school program as well. Sharing the results from MAPS helped us strengthen our communication with parents and defined specific areas of strengths and weaknesses for students.

Many extensive activities were planned to support student learning in all grade levels at Seaside. With the support of our PTO, community volunteers, and local business partners, we were able to provide direct assistance to students before, during, and after school. In order to support improved phonemic awareness and decoding skills, additional daily instructional small group opportunities were provided for kindergarten, first, and second grade students. The Headsprout Program was also used in primary grades to strengthen early literacy skills. Selected students in grades three, four, and five participated in the Read Naturally Program to increase their fluency and comprehension skills. Each Thursday afternoon, parents and students participated in our Family Reading Night where they read books together, took Accelerated Reader tests, and used the computers for research and/or reinforcement. Selected fifth grade students participated in an online pre-algebra course as well as the Math Olympiad program.

To enhance our students' understanding of community and school interactions, all classes were involved in Junior Achievement. Many fifth grade students participated in our Junior Lifeguard Program. Students also participated in many service-learning projects, including the Family Fun Run, Relay for Life, and Jump Rope for Heart.

All staff members participated in programs to increase their knowledge and the implementation of learning strategies in all academic areas. Areas of focus included the integration of Science and Social Studies content standards in our literacy blocks. Non-fiction text became an emphasis as we strived to provide real-world reading experiences for our students. Technology integration also proved to engage students in greater academic learning.

Elizabeth Selander, Principal, 2007-2008

Melissa Lee, School Improvement Chairperson, 2007-2008

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	46	117	56
Percent satisfied with learning environment	95.7%	90.6%	94.6%
Percent satisfied with social and physical environment	100.0%	88.7%	85.7%
Percent satisfied with school-home relations	95.7%	88.4%	94.6%

\* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

School Adequate Yearly Progress	YES
---------------------------------	-----

This school met 17 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

\* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
---------------------------	--

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	3.0%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	0.9%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.1%	94.0%	Yes

\* Or greater than last year

Abbreviations for Missing Data

**PACT Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
--	-------------------------------	----------	---------------	---------	--------------	------------	-----------------------------------	-------------------------------------	----------------------------------	---------------------------	-----------------------------

**English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)**

All Students	347	99.7	5.4	23.7	57.4	13.6	78.2	57.2	48.2	Yes	Yes
--------------	-----	------	-----	------	------	------	------	------	------	-----	-----

**Gender**

Male	177	99.4	7.5	29.8	52.2	10.6	70.2	50.3	41.7	N/A	N/A
------	-----	------	-----	------	------	------	------	------	------	-----	-----

Female	170	100	3.2	17.3	62.8	16.7	86.5	64.4	55	N/A	N/A
--------	-----	-----	-----	------	------	------	------	------	----	-----	-----

**Racial/Ethnic Group**

White	314	99.7	4.5	23.1	58.4	14	79.7	65.4	60	Yes	Yes
-------	-----	------	-----	------	------	----	------	------	----	-----	-----

African American	12	100	36.4	27.3	36.4	0	36.4	34.7	31.7	I/S	I/S
------------------	----	-----	------	------	------	---	------	------	------	-----	-----

Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	73	70.4	I/S	I/S
------------------------	---	-----	-----	-----	-----	-----	-----	----	------	-----	-----

Hispanic	12	100	0	36.4	54.5	9.1	72.7	43.1	38.4	I/S	I/S
----------	----	-----	---	------	------	-----	------	------	------	-----	-----

American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	47	47	I/S	I/S
-------------------------	-----	-----	-----	-----	-----	-----	-----	----	----	-----	-----

**Disability Status**

Disabled	68	100	21.9	40.6	31.3	6.3	45.3	21.7	16	Yes	Yes
----------	----	-----	------	------	------	-----	------	------	----	-----	-----

**Migrant Status**

Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
---------	-----	-----	-----	-----	-----	-----	-----	-----	------	-----	-----

**English Proficiency**

Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	39.1	36.9	I/S	I/S
----------------------------	---	-----	-----	-----	-----	-----	-----	------	------	-----	-----

**Socio-Economic Status**

Subsided meals	129	99.2	9.6	28.1	53.5	8.8	70.2	44.9	34	Yes	Yes
----------------	-----	------	-----	------	------	-----	------	------	----	-----	-----

**Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)**

All Students	347	100	6	27	29.9	37.1	78.3	56.4	45.8	Yes	Yes
--------------	-----	-----	---	----	------	------	------	------	------	-----	-----

**Gender**

Male	177	100	7.4	29	25.3	38.3	75.3	55.9	45.6	N/A	N/A
------	-----	-----	-----	----	------	------	------	------	------	-----	-----

Female	170	100	4.5	25	34.6	35.9	81.4	57	45.9	N/A	N/A
--------	-----	-----	-----	----	------	------	------	----	------	-----	-----

**Racial/Ethnic Group**

White	314	100	5.2	25.1	30	39.7	80.1	65.2	59	Yes	Yes
-------	-----	-----	-----	------	----	------	------	------	----	-----	-----

African American	12	100	36.4	36.4	18.2	9.1	36.4	31.6	26.9	I/S	I/S
------------------	----	-----	------	------	------	-----	------	------	------	-----	-----

Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	75	71.3	I/S	I/S
------------------------	---	-----	-----	-----	-----	-----	-----	----	------	-----	-----

Hispanic	12	100	0	54.5	27.3	18.2	72.7	42.6	38.1	I/S	I/S
----------	----	-----	---	------	------	------	------	------	------	-----	-----

American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	48.5	46.2	I/S	I/S
-------------------------	-----	-----	-----	-----	-----	-----	-----	------	------	-----	-----

**Disability Status**

Disabled	68	100	28.1	39.1	14.1	18.8	42.2	20.8	17.1	Yes	Yes
----------	----	-----	------	------	------	------	------	------	------	-----	-----

**Migrant Status**

Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
---------	-----	-----	-----	-----	-----	-----	-----	-----	------	-----	-----

**English Proficiency**

Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	41	38.7	I/S	I/S
----------------------------	---	-----	-----	-----	-----	-----	-----	----	------	-----	-----

**Socio-Economic Status**

Subsided meals	129	100	10.4	40	28.7	20.9	65.2	43.9	31.4	Yes	Yes
----------------	-----	-----	------	----	------	------	------	------	------	-----	-----

\* Adj - Adjusted to account for natural variation in performance.

**PACT Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
--	-------------------------------	----------	---------------	---------	--------------	------------	-----------------------------------	-------------------------------------	----------------------------------	------------------------	--------------------------

**Science**

All Students	235	100	15.8	27.4	27.9	28.8	56.7	41.4	35.7	96.1	96.3
<b>Gender</b>											
Male	118	100	16.4	24.5	20.9	38.2	59.1	43.8	37.4	96.1	96.2
Female	117	100	15.2	30.5	35.2	19	54.3	39	33.8	96.1	96.4
<b>Racial/Ethnic Group</b>											
White	212	100	12.9	28.4	28.4	30.4	58.8	50.4	49.2	96.2	96.1
African American	10	I/S	I/S	I/S	I/S	I/S	I/S	16.7	17	94.9	96.7
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	63.8	58	96.1	97.4
Hispanic	8	I/S	I/S	I/S	I/S	I/S	I/S	26.2	24.9	97.2	96.8
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	28.3	37.4	96.1	95.5
<b>Disability Status</b>											
Disabled	43	100	38.1	26.2	16.7	19	35.7	15.2	14	95.7	95.7
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	99.4
<b>English Proficiency</b>											
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	22.7	24.4	97.6	97
<b>Socio-Economic Status</b>											
Subsidized meals	87	100	28.2	30.8	24.4	16.7	41	28.8	21.1	95.4	96

**Social Studies**

All Students	229	100	10	27.8	30.1	32.1	62.2	41.6	34	96.1	96.3
<b>Gender</b>											
Male	118	100	11.1	24.1	29.6	35.2	64.8	45.3	36.6	96.1	96.2
Female	111	100	8.9	31.7	30.7	28.7	59.4	37.8	31.3	96.1	96.4
<b>Racial/Ethnic Group</b>											
White	211	100	9.9	26.7	29.8	33.5	63.4	48.6	44.5	96.2	96.1
African American	5	I/S	I/S	I/S	I/S	I/S	I/S	20.7	19.1	94.9	96.7
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	57.2	58.9	96.1	97.4
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	33.9	27.5	97.2	96.8
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	39.1	32.7	96.1	95.5
<b>Disability Status</b>											
Disabled	46	100	23.3	34.9	27.9	14	41.9	17.1	14.4	95.7	95.7
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	99.4
<b>English Proficiency</b>											
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	30.8	27.3	97.6	97
<b>Socio-Economic Status</b>											
Subsidized meals	79	100	15.9	33.3	29	21.7	50.7	29.8	21	95.4	96

\* Adj - Adjusted to account for natural variation in performance.

## PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	117	100	3.7	13.1	57.9	25.2	83.2
	4	124	100	4.3	31.3	51.3	13	64.3
	5	124	99.2	7	36.5	47.8	8.7	56.5
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	104	100	0	9.8	65.2	25	90.2
	4	117	100	7.5	15.1	65.1	12.3	77.4
	5	126	99.2	7.6	42	44.5	5.9	50.4
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	117	100	2.8	34.6	33.6	29	62.6
	4	124	100	6.1	27.8	27.8	38.3	66.1
	5	124	100	4.3	34.5	26.7	34.5	61.2
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	104	100	3.3	31.5	30.4	34.8	65.2
	4	117	100	3.8	17.9	24.5	53.8	78.3
	5	126	100	10	31.7	34.2	24.2	58.3
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	60	100	14.5	41.8	34.5	9.1	43.6
	4	124	100	16.7	31.6	26.3	25.4	51.8
	5	63	100	21.1	28.1	22.8	28.1	50.9
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	54	100	10.6	34	40.4	14.9	55.3
	4	116	100	11.4	24.8	26.7	37.1	63.8
	5	65	100	27	27	20.6	25.4	46
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	58	100	3.9	21.6	49	25.5	74.5
	4	124	100	18.4	36	27.2	18.4	45.6
	5	62	100	22.4	44.8	10.3	22.4	32.8
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	51	100	8.7	39.1	41.3	10.9	52.2
	4	117	100	8.5	22.6	27.4	41.5	68.9
	5	61	100	14	28.1	26.3	31.6	57.9
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample